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of the specific objectives of education. Then he proceeds to interpret the subject-matter, method of procedure, and the activities of the school in terms of his outlined objectives. The definiteness and concreteness of this presentation do not permit those who accept them to include conventional subject-matter in the course of study unless it serves the purposes set forth, and no one can mistake the purposes.

The author has set a new standard in the reconstruction of educational procedure. No school system can justify itself in perpetuating its conventional junior and senior high school curricula or make a perfunctory revision of them and still maintain its educational standing with an example of such definite and effective procedure of curriculum-making available.

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High-school teaching.—Up to the present time the available literature dealing with problems of teaching in secondary schools has been limited to three or four outstanding volumes. To this body of material there has recently been added a new book¹ by Mr. Nutt, in which the selection and organization of subject-matter show some interesting variations from the other texts in this field.

The author defines his task broadly but explicitly. He maintains that the teaching situation involves a number of fundamental problems which, if confusion in thinking is to be avoided, must be specifically differentiated in their treatment. Consequently, he adopts the title "Principles of Teaching" in order to include as principles "the chief or leading things" which the teacher must keep in mind. Under this broad title there appear such specific subdivisions as method, devices, technique, motivation, etc. The author further defines his problem by emphasizing the fact that the high-school instructor should be primarily concerned with teaching *pupils* rather than *subject-matter* and that the various school subjects are simply the means by which the pupils are to be taught. In keeping with this position that the pupils are to receive the central emphasis, he accepts the logical conclusion that the fundamental basis of all principles of teaching must be the psychology of the pupils' responses. This view, which is really basic to the author's entire treatment, is clarified in the following quotation:

The emphasis in all teaching should be upon the learning process and not upon the subject. It is the function of the teacher to stimulate the mind of the learner to react effectively to subject-matter. When the learner fails in his efforts to master the subject-matter or fails to form the habits desired, it is the business of the teacher to determine the exact point or points at which the mental processes of the learner were in error, and to bring about correct mental procedure. In other words, then, it is

¹ HUBERT WILBUR NUTT, *Principles of Teaching High School Pupils*. New York: Century Co., 1922. Pp. xiv + 359.

what goes on in the mind of the pupil that educates him. Therefore, when we talk about educating the pupil by means of the subject, we are talking about what goes on in the mind of the learner and how it goes on as a result of dealing with the subject-matter. . . . In fine, then, the mental procedure of the learner may be called the core of the teaching situation, and all other principles or considerations must be organized around this core or center [pp. 10-11].

After an initial chapter devoted primarily to the meaning of adolescence and to the functions of a modern secondary school and its various subjects, there appears a discussion of the psychological processes and the corresponding methods involved in learning. Other outstanding chapters deal with the motivation of pupil responses, the organization and presentation of subject-matter in relation to the particular characteristics of high-school pupils, the classification and criticism of devices of teaching, and various forms of technique. The text also includes an excellent discussion of study habits and a treatment of individual differences and measurements.

The book is well adapted to the maturity of the college student, although the general terminology would seem to make an introductory course in psychology a desirable prerequisite. The clearness with which the author has defined his terms and the concrete character of the treatment deserve particular mention. The book is an excellent piece of work and is a valuable addition to the literature of its class.

G. T. BUSWELL

Higher mathematics in high school.—Within the last thirty years there have been advocated in Europe and in America movements which have exerted considerable influence in the organization of the mathematical curriculum of today. One of the most important of these is the demand for a close correlation of the mathematical subjects. Accordingly, some of the work usually taught in courses in analytic geometry, trigonometry, and calculus is to be brought down into secondary-school mathematics. Thus, the French mathematician, Tannery, advocates the teaching of some integral calculus before the study of measurements of the solids as taught in courses in solid geometry. He points out that this would be a saving of effort and that it would result in clear understanding. Some of the French textbooks conform to these ideas.

Today, in a number of European countries, the elements of calculus are taught in the twelfth school year, but in the United States this innovation is yet to be made. Those who are interested in the development of the mathematical curriculum will welcome a recent contribution¹ on this subject. In the first half of this book the author discusses the following topics: "A Study of the Status of Mathematics in the Schools Abroad that Correspond to our High

¹ NOAH BRYAN ROSENBERGER, *The Place of the Elementary Calculus in the Senior High School Mathematics*. Teachers College Contributions to Education, No. 117. New York: Teachers College, Columbia University, 1921. Pp. vii+81.